

VISIT...

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Tutor Teaching Tips Lesson 5

MATERIALS

Game cards;
Game board;
Markers

Word Awareness



2–3 minutes

Have the child listen carefully while you read this nursery rhyme:

Handy, spandy, Jack-a-Dandy
Loves plum cake and sugar candy.
He bought some at the grocer's shop,
And out he came, hop, hop, hop.

Repeat the first line of the rhyme slowly and clap for each word. Have the child clap with you. Then say the next line slowly and have the child clap for each word. Repeat with the rest of the rhyme.

Identify Rhyme



5–8 minutes

Read the rhyme straight through one more time. Then reread the rhyme, but on this read through, don't say some of the last words in the lines. Ask the child to say the missing words. Say: *Handy, spandy, Jack-a-_____ loves plum cake and sugar _____.* *He bought some at the grocer's shop, and out he came, _____.*

Say the words *handy* and *Dandy*. Tell the child that the words have the same sound at the end: /andē/. Have the child say the two words. Repeat with the rhyming words *handy/spandy*; *hop/shop*.

Read the rhyme again, this time having the child listen for the rhyming words. Have the child tell you which rhyming words he/she heard.

Name each picture with the child: *snail, can, bow, bell, lock, swing, cat, rake, core, ball, cow, bug, fish, hose, nut, pot*. Mix up the cards and place them in a stack. Have the child draw a card, name the picture (tell the child if he/she forgets the name), and say another word that rhymes with the picture. If the child is correct, he/she gets to move the number of spaces on the game board indicated on the card. If the child is incorrect, he/she cannot move on the game board. Give the child a rhyming word and have him/her place the card at the bottom of the stack. It is now your turn to draw a card.

Syllable Awareness



2–3 minutes

Say the word *handy* while you clap for each syllable: *han...dy*. Repeat with the word *cake* and clap once. Say the word *sugar* and have the child clap the syllables with you (*su...gar*). Repeat with these words: *candy, grocery, store, elephant*.

MATERIALS

Read-aloud
book

Sound Discrimination



2–3 minutes

Say the following sounds (not the letter names): /t/, /t/, /f/. Have the child repeat the sounds. Tell the child that /t/ and /t/ are the same sound and /f/ is different.

Repeat the steps with the following groups of sounds, one at a time. Say the sounds (not the letter names). Have the child repeat the sounds and then tell you the sound that is different.

/r/ /r/ /m/

/s/ /b/ /s/

/n/ /n/ /j/

/d/ /f/ /f/

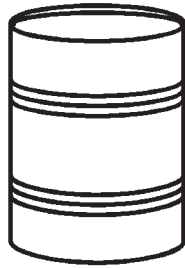
Optional Listening Activity

Read the book *A Super Special Soup* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Model fluent reading using appropriate expression. Pause occasionally before turning a page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What were some things the man put in the soup? Would you like to eat this soup? Why or why not?*



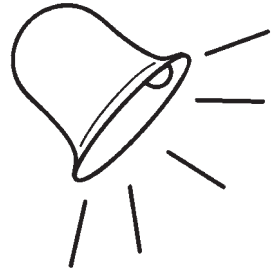
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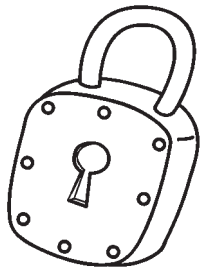
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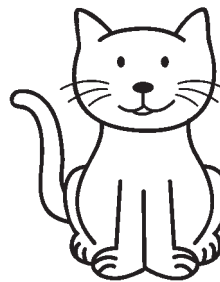
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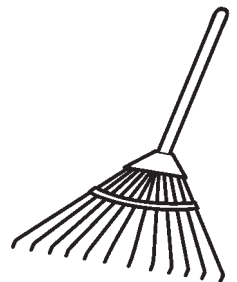
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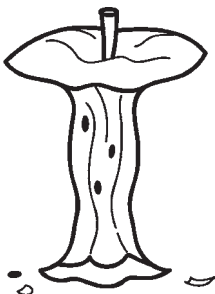
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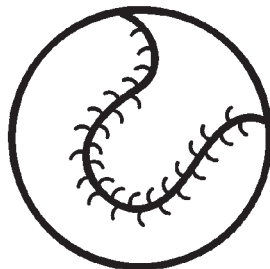
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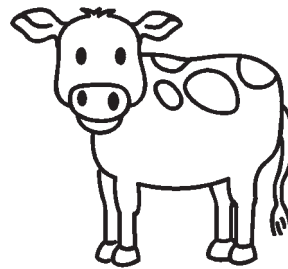
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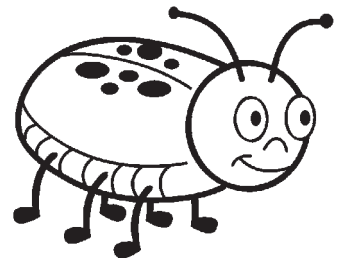
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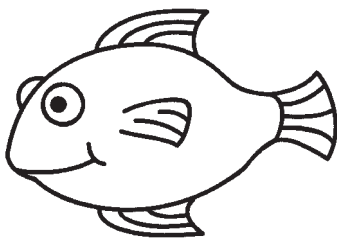
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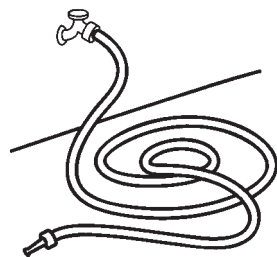
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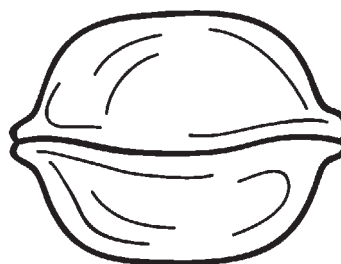
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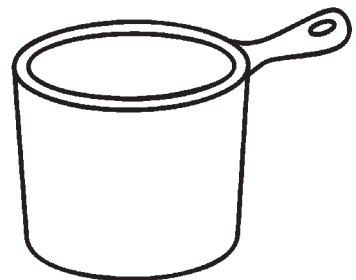
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